DOCUMENT RESUME

ED 121 145 HE 007 563

TITLE	The Decanal Role in Baccalaureate and Higher Degree Courses of Nursing. Health Manpower References. 75-11.
INSTITUTION	Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Resources Development.
REPORT NO	DHEW-(HRA)-75-11
PUB DATE	Mar 75
NOTE	63p.; Papers presented at a conference on nursing manpower (May, 1974, Reston, Virginia)
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. ($1.25)
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS	Administrative Change; Administrative Organization; *Administrator Responsibility; *Administrator Role; *College Deans; Educational Development; *Higher Education; *Nursing

ABSTRACT

The Division of Nursing (DHEW) has been concerned with the quality of nursing manpower and the preparation of nurses for leadership in nursing education, practice, and research. The Division of Nursing held a conference in 1974 for the purpose of exploring the decanal role in baccalaureate and higher degree colleges of nursing. Papers discussed: (1) the decanal role in academic and institutional leadership; (2) the decanal role in the enhancement of educational institutions; (3) educational administration--a look to futures; and (4) opportunity in the decanal role. (Author/KE)

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THE REGIONAL ROLE IN BACCALAUREATE & HIGHER DEGREE COLLEGES OF NURSING

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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HEALTH MANPOWER REFERENCES

March 1975

DHEW Publication No. (HRA) 75-11

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Public Health Service • Health Resources Administration
Bureau of Health Resources Development • Division of Nursing
Bethesda, Maryland 20014

HE 007563

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FOREWORD

As the Federal unit particularly concerned with the quality of nursing manpower and the preparation of nurses for leadership in nursing education, practice, and research, the Division of Nursing for several years has sponsored conferences to elicit and disseminate new thought on nursing issues.

One of several conferences held in 1974 was for the purpose of exploring the decanal role in baccalaureate and higher degree colleges of nursing. This was an event of national importance because the future of nursing inexorably has dependence on the future of nursing education. Deans of nursing, like nurses in all other areas of professional responsibility, must continually question their working premises, seek new ways to improve contribution to their craft, and thus improve their art of governance.

The conference which took place in May 1974 at Reston, Virginia, brought together deans coming from all areas of the country, and having differing kinds of exposure to educational problems and differing lengths of tenure. The conferees also represented all sizes of educational programs. Four contractual papers served as a basis for their deliberations. We hope that publication of these papers will continue to stimulate interchange concerning the role and preparation of future leaders in education for nursing.

Jessie M. Scott

Jessie M. Scott
Assistant Surgeon General
Director
Division of Nursing

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THE DECANAL ROLE IN ACADEMIC AND INSTITUTIONAL LEADERSHIP

Dr. Irene S. Palmer[1]

The academic deanship is one of the major administrative structures in American higher education. The position devolved primarily from the over-burdened college or university president who required relief from the day-to-day tasks of administering the institution. The deanship as a principal administrative structure in our system of higher education is little more than a hundred years old. Its rise is closely related to that of independent professional schools. The title, dean, traces its lineage to Roman civil and military administration, and it is found in ecclesiastical institutions. Webster defines a dean as "a person who is the head of ten monks or soldiers; a presiding official; a member of a group or institution belonging to it longer than anyone else." Avoiding the trite phrase "a dean is one who performs decanal duties," I might point out that in Education Index, the "dean" is found--with perhaps more than alphabetical significance--between "deal" and "death."

As an administrator in a scholarly enterprise, the dean is principally concerned with the major business of the university: education and scholarship; but the responsibilities are nonacademic as well as academic. Dean Hawkes of Columbia College says: "There is no such thing as a standardized dean--I have never seen any two deans who could exchange places and retain the same duties." Corson in the Governance of Colleges and Universities points out that to "assess the role of an academic dean is to draw a bead on a moving target."

In delineating the decanal role in academic and institutional leadership, I need not describe to you the administrative structure of the American university today, be it bureaucracy or collegium or a mixture of the two. Nor will I tarry over such aphorisms as "a dean is someone too smart to be a president and not smart enough to be a professor," or "a dean is a mouse studying to be a rat"; or the endless droll stories like the one about the university president who received an invitation to speak before a woman's club. "If you, as president, cannot come, please send us at least a dean, for we would not want anyone lower than a dean." The narrator commented: "they seem to overlook the fact that there is no one lower than a dean."

The continuum of decanal functions ranges from plant operation to brainstorming and looking into the twenty-first century. From the vantage point of institutional leadership in the context of pragmatic

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[1]Dean, Boston University, School of Nursing, Boston, Massachusetts

reality, I have been called on, as a dean, to take action when three boilers were simultaneously going full blast while office thermometers registered in excess of one hundred and sixty degrees Fahrenheit; when, in our ultramodern building dependent on a closed ventilating system, clogged air filters threatened the entire staff with oxygen deprivation. Hardly had we got the classrooms and offices cleared of the residual soot than the same airconditioning system underwent an overhaul in reverse, rewarding us with knee-deep floods. One looks back almost wistfully on the relative serenity of the bomb-scare days.

Institutional leadership includes making decisions for energy conservation and fuel allocation, classroom and office space utilization, parking space assignment, and explaining why a faculty member can't have a 50-page bibliography typed overnight!

There is parquetry in being an academic dean. The role has more variables than fixed functions. These variables are manifest in the milieu in which a dean works; the university's philosophy; its hierarchical, bureaucratic, or collegial structure; the educational format: cocoon or chrysalis, adolescent or mature; the financial health or insalubrity of the university; the attributes and values of the chief administrative officers; the president and his concept of himself and his office: be it Jeffersonian, Lincolnian, Johnsonian, Nixonian, or whatever; and, lastly, if anecdote holds a grain of truth, the dean herself.

Where the dean is a woman, there is another, formidable variable: the attitude toward women that is all too prevalent in the community of higher education. Misogyny among university officers, from department chairmen to the governing body, can be active or passive, local or tacit, subtle or volatile. This attitude, overt or covert, is easily enough detected. More difficult to discern, but nevertheless frequently lurking, are those subconcious or unconscious mechanisms of hostility toward, and defense against, the presence of women in a heretofore predominantly male domain. Not only is a peer relationship largely unrealized between men and women officers of equal rank in a university setting, but the problem is exacerbated when there is no real-life basis for acceptance and implementation because of the socialization and acculturation process of both men and women in society. Still another facet illustrating the complexity of this situation emerges when one contemplates the relationship, in key university positions, of men presidents and vice-presidents and women deans.

Once when a university president was announcing new appointments to vice-presidential positions, a woman dean observed: "Since the university was developing its affirmative action program, I would like to draw to your attention that I am the only woman academic officer in the university." To which the president replied: "When

women of equal credentials and caliber can be found, they will be considered with the men, but we aren't going to appoint them because they are women." Astonished at this response, and not "put down," the woman dean rejoined: "Mr. President, you misinterpreted my statement. I was referring to a fact, not a selection process."

The dean of a school of nursing is constantly in double jeopardy. Customarily she is a woman, and she is a leader in a profession, a fledgling in higher education. She must be on target as is expected of all deans. While some persons would prefer that any intellectual contribution she makes to the male-dominated discussions be delivered in a manner that will not disturb sensitive egos, some women deans cannot resist calling a spade a spade.

The double jeopardy of being a woman in a profession is sometimes excoriating. "Thank you, Mr. President," said a dean recently at a university administrative meeting, "for the raises given the nursing faculty to diminish salary inequities." "I accept your thanks," replied the president, "but I do not admit that there were any salary inequities." Thoughts of the dean are "expletives deleted." Yet, a fellow dean remarked after the meeting: "If there were no inequities, why did you get all that money?"

A significant part of the milieu in which a dean exerts leadership influence in academic and institutional matters is the office of the president. As decanal currency is valued by the university administration, so is the parquetry of the dean's role determined. No discussion of the decanal role can be held without considering the presidency of the university.

Sometimes a president or vice-president displays great understanding, humanism, and integrity; other presidents offer all the grace and comfort of carbolic acid, and derive satisfaction from sardonic satire cloaked in the guise of humor. Where wise presidents share stages, others feel a deep need to center-stage as well as upstage. Some would have it believed that their universities were inchoate prior to their appointment. Wise presidents use the customs and traditions of the university to further the institution's aspirations to transcend its present. Wise deans share this trait, for a dean, whether or not aspiring to vice-presidential or presidential office, is in any case exerting leadership on others.

Another aspect worthy of mention is the steeping of a key administrative officer president or vice-president in academic life versus a steeping in a professional practice or service such as medicine or business. Those of us working in the health professions experience this as almost a third jeopardy.

The role of a dean is influenced by the character of the president and by the extent of his willingness and ability to nurture and support, singly and collectively, the academic units over which he exercises power and responsibility. An important component is the president's capability to recognize, appreciate, respect, and value the individual schools and colleges and their contribution to the university he leads. A wise president does this without regard to his major professional, disciplinary, or educational field of expertise, and irrespective of his personal, political, or philosophical preferences or prejudices. This capability demands a high degree of objectivity cultivated over years, and it is as vital to his own success as it is to the success of his deans.

Another aspect of decanal influence on institutional leadership is manifested by the use a president makes of the deans. Does he use them as whipping persons, flagellating them upon every president-dean contact? Or does he rely on them for counsel? Does the university administration assume the form of a closed corporation that issues autonomous decisions and then expects the deans to promulgate them in knee-jerk fashion?

The confidence in which the president holds a dean is another important parameter in decanal role leadership, just as is the confidence the president's staff accords him. Sometimes in the governance of a university, there develops a process known in political parlance as "the game." Just a short while ago, a dean described working with the president as "like living with a neurotic wife." While a dean should be a visible and an audible advocate of both the university and her constituency, a wise dean does not grandstand for presidential edification.

Pressures on the president affect the role of a dean. The financial needs of the institution--national, regional, State, and local policies, legislation, and politics--all put pressures on higher education. The demographic characteristics of a population with an almost zero population growth, portending diminishing numbers of college-age youth, are an uncompromising force, as is the earlier maturational age of today's college-age youth over those entering college 20 years ago. The value-systems of society, as well as the population-at-risk in academic spheres, wield their weight. The congruence or disparity of these values are reflected in delayed career choices, surfeits of highly educated persons in certain fields, dearths of prepared people in others, the rising preference for the vocations and occupations, and the fall from glamour of the traditional professions and disciplines. These changing societal values so deeply affect the educational institution that every academic officer, particularly deans, must be aware of these values and be immediately responsive to them.

The application of scientific knowledge at society's insistence clearly illustrates the hazards hidden in predictions and projections.

The realm of futuristic possibilities is open-ended when the threats and promises of pluralistic, cultural, relative, and constitutional diversities are seen as opportunities for academic leadership. Positive responses can be achieved by deans enjoying collegial peer relationships, as well as confident, cooperative, democratic relations with university presidents and vice-presidents. Responses assume form and shape in full-bodied discussions and in problem identification resulting in project planning, and decision-making responses and are reflected ultimately when policies are formulated collegially from ideas. When the deans of a university enjoy collegial peer relationships as well as confident, cooperative, democratic relations with their assistant deans, departmental chairmen and faculty, then the policies formulated at higher levels are generated, shaped, and enriched with all the benefits of highly involved people who have put the good of "all" above the good of the individual.

The greatness of an institution generates from a sense of professionalism, intelligence, security of knowledge and inspirational contagion that leads to mutual enjoyment and enhancement of one another's scholastic efforts, and nonauthoritarian, participatory leadership. Leadership is the force that assures the attainment of society's needs and requirements as identified or presented in social situations and structures. Leadership creates a response through participation as differentiated from command. Participation is exemplified through the sharing of interdependent ideas; the explication of policies and objectives; continual review and reorganization. Leadership maintains the credibility of official information. The quality of decanal leadership is measured in an equilibrated and kinetic interplay or organizational and educational forces.

The dean must rise above the confines of nursing "nationalism" to grasp the scope and sense of problems and policies in the university and the nation as a whole, and reason how these affect her particular sphere and province of responsibility. A wise dean realizes that what affects any school or aspect of the university affects her. A dean helps shape and mold the ethos of the academic house. With mature, penetrating insight and foresight, she will assist in the creation and implementation of innovative policies to deal with many of the problems that the university faces.

A wise dean administers her school without a bias for her own specialty and has a deep appreciation of the interrelationships of the many clinical fields and academic components requisite to sound education. A dean must be competent in the performance of multiple roles and work with multi-disciplinary and intraprofessional groups. She must have the rare ability to give concentrated energy and extraordinary talent to a number of disparate issues, activities and problems. The ability to shift keen intellectual gears instantaneously is a necessity.

Immediate recall is vital as is the capacity to hold one's own in argumentative persuasions for salary, positions, policies, etc. The dean of nursing has the opportunity to represent and interpret the nursing profession to the administration and the community, and a unique opportunity to foster a concept of the nurse other than the prevailing stereotype. A dean must be willing to fight for what she believes in, carry the burden of unwelcome and stressful tasks with some degree of grace, and when necessary, emphatically press the issue she believes in. When told "no," a wise dean will interpret that as "no, not now but later."

I should admonish a dean against too strictly interpreting bureaucratic and administrative policies and rules, but offering her position, knowledge and force to liberalize and free constraints that jeopardize or bind an institution or its parts from achieving greatest fulfillments. A dean combats bureaucratic structures which are threats to academic freedom, coupling efficient management with keen intellectual judgment.

Probably a most significant responsibility of a dean today, in the fact of attacks on higher education, again is the preservation of constitutional guarantees against the megalomania of imperialistic persons. A dean protects the system of free inquiry, and defends the value of free exercise of ideational development as well as the presentation of ideas in both classroom and community. The assumed and unquestioned values of society must be critically examined. An infusion of vitality must be provided so that students can work with role models who analyze these values enabling students to develop disciplined minds honed according to their capacities and capabilities and thus live good lives.

Another important aspect of a dean's role is the ability to lead an institution on signficant and critical social issues, yet prevent the declaration of a corporate political action. A dean encourages and assists faculty members to speak as individual citizens, which is a moral and political responsibility of the faculty as citizens. Another responsibility of the dean, as a citizen, is to speak out on sensitive public issues so that the social functions of higher education may be realized, and so that the educational institution itself may benefit. Society must transcend the present. A sense of powerlessness must be overcome. Social institutions must be helped to achieve these ends, through institutional leadership imparted by its deans.

Academic innovation is not a happenstance occurrence. An imperative decanal responsibility is the development of a creative climate in which resources, human and physical, are combined to encourage and permit change, innovation and excitement. Schools that aspire to greatness of necessity require imaginative and courageous educational leadership. A dean works with the faculty to overcome departmental

inertia, faculty sloth, and university disinterest in her school. Deans generate support for qualified new faculty, as well as the regeneration and reinfusion of the incumbent faculty, through multi-faceted experiences. Deans inspire curriculum change and stress the quality of teaching, and provide faculty compensation commensurate with professional stature and higher education, as well as living costs, in conjunction with a reasonable budget. The wisdom of Solomon and the courage of a lion are not too much for a dean to wish for should she have the opportunity to rub Aladdin's lamp.

The academic leadership is manifested through the pressures, insistent and consistent demands for a high degree of quality which is inherent in the intellectual tradition. A dean of a professional school is an important decision-maker; she makes decisions affecting her profession with great insights because she does not have the diversities of an educational mix, such as found in colleges of arts and sciences. The dean and her faculty make decisions regarding educational programs, faculty selection, faculty mix, physical resources and facilities, and finances. A dean must have the ability to say yes or no with courage and directness.

A dean clearly has a delegation of authority and responsibility from two different areas: one is the faculty; the other area is the administration. This delegation requires an intestinal fortitude known colloquially as guts.

The dean is a Janus, looking inward toward her school and profession and outward toward the university and the world. A dean is clearly placed as grist between two millstones and to accomplish her purposes cannot be trapped, bothered or bogged down with minutiae or administrivia. The dean is neither faculty clerk nor administration's mouthpiece. Heads will nod when the dean is described as the one in the middle, a wielder of institutional authority, a sustainer of academic concerns, a person whose omnivorous routine duties prevent her from keeping abreast in her field of scholarship and deprive her of opportunity for continued research. The dean is subject to exhaustive paperwork, appointments, the whim, beck and call of anyone who can capture her eye or ear for even a moment, conferences, speeches, welcomes, and endless meetings. The flow of energy which crosses a dean's desk would probably launch a thousand ships--shades of Helen of Troy!

The dean maintains her cutting edge of scholarship else she loses her capacity to speak knowledgeably and with confidence for and about the professional business of her school, her faculty, and students. The maintenance of scholarly activities makes possible her academic leadership as a role model. She is a responsible participant in the handling of complex decision-making processes while retaining the objectivity of a scholar. She has well considered views on what she believes to constitute ethical behavior of both students and faculty

and administration, and she is not reluctant to make her views known in a reasoned and reasonable way.

One of her major capabilities must be in the selection of first-rate faculty. She must select strong persons and have them stay. The competition for faculty positions increases markedly as the quest for faculty with appropriate education, scholarship, experience, and publication widens. Appropriately educated and experienced faculty are not abundant in the job market yet. Candidates with newly minted doctoral degrees expect, because of their above-average-for-nursing education, to be well ranked, well paid and even assigned positions of responsibility, the experience for which they have yet to obtain. Here a dean must be a keen assessor of talent and a risk-taker. This does not always ease her task of perpetually and perennially justifying to the administration of the university. Through this interminable justification, the dean strives to educate university administration above the prevailing stereotyped picture of the nurse.

A dean, like other human beings, needs confidence in her capability to find meaning, self-replenishment and enjoyment in what she is doing. A sense of mission and a plan for accomplishment are inherent in leadership roles. Her quality of presence and thoughtfulness will generate thoughtfulness and respect among colleagues.

Although being a dean may provide great satisfactions, it is essentially a lonely job; for while she may consult her colleagues, it is to herself that she must turn for insight, objectivity, self-discipline and creativeness in the complex decision-making that is her responsibility alone. A dean is supported and nourished by her life experiences, knowledge, natural and educated abilities and skills, the satisfaction provided by the sense of combat, control, accomplishment and her drive to success.

Before proceeding any further, it must be clear that regardless of intellectual endowment, energy, commitment and all the other values espoused, a dean can become caught in the administrative meat-grinder, sometimes called "outside forces," from which no inner strength can save her except by providing her with understanding and will to, as an old song goes, "pick yourself up, dust yourself off, and start all over again." A dean who is emotionally and intellectually prepared for failure has perhaps the greatest protection that experience can provide. A strong decisive woman dean who can optimize, confront, expedite, orchestrate, implement, and at the same time be flexible, scholarly, and human while guarding the rights of nurses, women and scholars must have a Gibraltan constitution, the self-confidence and wisdom of Churchill and the humaneness of Gandhi.

A dean makes known her educational philosophy, goals and plans in verbal and written form. She recognizes the faculty as the

legislative body for the school, and the students and alumnae as important participants. She makes contributions to committees, task forces and faculty discussion, and the university senate. She delegates responsibility and authority through her office, while managing to stay on top of the operations of the school, so that she has the knowledge and capacity to facilitate as well as make decisions. Her respect for operating through channels is usually reflected by associates. A dean should be accorded the same respect by her peers and superiors. She must be adept at identifying trends and getting faculty to work in them; and must persuade able and creative minds to join her in working toward these objectives. She is willing to explore ideas with all of the school's constituencies--students, faculty, alumni, administrators, and trustees. A dean is wise to work in an honest, open, trusting relationship with faculty and students. Her high standards and expectation of nothing less than excellence needs to be combined with an ability to work well with people whose opinions differ sharply with her own. She needs the capacity to attract cooperation from diverse and antagonistic faculty segments. Her willingness to listen, analyze, and then synthesize a suggested outcome that realistically appeals to those with whom she is working is a strengthening tie. A dean who can present a sense of independence, and who possesses respect for the independence of others, will soon have advocates and supporters, for she gives the school that edge that distinguishes the very best from the merely very good among academic institutions. In sharing the energetic effort by appropriately spreading the decision-making responsibility, she creates a force that reproduces the vigorous image of the nursing school and nursing in every university, organization, or community committee of which the faculty, students and alumni are members.

A dean should recognize the vital connection between traditions and the reshaping of them. She will not see a contradiction between what we know and what we should do; between those things that have made us great and the present urgent need for change. She tends to see the connections and the necessity for continuum in the process of change.

Any dean coming into a new setting is endowed with the "status quo." The faculty of her school may be weak, strong, indifferent or in some instances nonexistent. It is the dean's responsibility to be close enough to the situation to assess strengths and weaknesses. There are old loyalties to support and understand, but bridges to new loyalties to develop. An inherited faculty may present attitudes ranging from questioning the need for a dean to intelligent acceptance of new leadership. It is a tightrope that the new dean walks as she makes her position clear. Open honesty of goals and beliefs is often a dean's best policy.

The dean must use every skill, influence, and inspirational device to help a faculty in developing skill in teaching, in evaluating, developing, and participating in research and support of professional organizations.

Because the majority of faculty are young women of child-bearing age and married, the problem of continuity of curriculum is always endangered by short employment periods. Simultaneously the recognition of young, enthusiastic, creative faculty requires fullest actualization and helps to provide opportunities for productive, rewarding careers.

Young, inexperienced or older members may require an intensive faculty development program, which includes nursing research, research methods, and newer techniques of teaching. The self-pacing student, an open curriculum, learning modules, simulations, video-tapes, television, and use of graphics are some of the areas that may require faculty attention coupled with a dean's support.

The desirability of continuing education programs to meet community needs for ongoing education of practitioners is an old responsibility with a new emphasis. Regional planning and exchange of faculty to provide nursing offerings are a great challenge, but a most difficult undertaking in light of short staff and low budget.

A wise dean understands and monitors every step of the budgetary process before she delegates the operation of the budget to business personnel. It is no useless adage that says "who pays the piper calls the tune," and he who controls the purse strings controls the institution. Through expert budget direction and appropriation, a dean identifies priorities and facilitates a faculty desire for a sound, keen, educational enterprise, and promotes faculty and university development.

In summary, a dean should have organizational sense in selecting sound, as well as fr itful goals; have the capacity to adapt these goals to sources of funding, philanthropic as well as local, national and international; have the ability to select and promote her associates for both quality and achievement; be persistent in completing projects; build bridges of understanding between disciplines and within the profession; be concerned with academic master planning and program development; have a wide knowledge of nursing program development; and establish priorities that will blunt the crises of confidence facing nursing. At the same time, a dean should be a serious scholar whose zest in life and style of living and learning enhance a deep respect for creativeness of the mind, ideas, art, music and the graces that follow from these in the formulation of relationships with other humans. To be sure, it is not likely that any dean will have all these good qualities in sufficient quantity. Much will be gained if she discovers this for herself. If she does not, she can be sure that her attention will be called to it.

A dean in contrast to the Roman conquerer does not require a special official at her elbow reminding her, "Remember thou are but human,"

because the faculty assiduously assumes this office. A dean's shortcomings will be long remembered.

It has been suggested that the epitaph on a dean's tombstone read:

Here lies Dean So and So,

She never had enough of anything.

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THE DECANAL ROLE IN THE ENHANCEMENT OF EDUCATIONAL INSTITUTIONS

Dr. Virginia R. Jarratt[1]

It was Shakespeare, I think, who wrote the lines, "Though this be madness, yet there is a method in it." It was madness to accept such a charge as this, it is madness to try to explicate such a role. Being an optimist, however, I prefer to consider madness as transitory when viewed as extreme folly, but more permanent when in context of the definition, "complete involvement in or concern with the pursuit of an object or activity." You shall, no doubt, decide whether this state is transitory or permanent, or a mix of both. I took this risk before I knew the exact title, because I believe fervently that we need to explore the dean's role, or roles, and to determine if and how one may be prepared for such a position. I fear it turned into a title bout, with a lightweight challenger stepping into the ring with a heavyweight title. Madness remember, involves a certain amount of audacity and is not bound by irrefutable logic. It is, rather, one state in which opinions and dreams flourish.

Once I realized the extreme folly of such an undertaking, and that was immediate, I searched for a method in it. Method, in the dictionary definition, means a particular approach to problems of truth or knowledge, or, as William James defined pragmatic method, "tries to interpret each notion by tracing its respective practical consequences." With that apologia regarding madness and method, I offer my particular approach and leave you to debate consequences. This approach was gleaned mainly from a particular setting, but it is also based on observations and experiences as a faculty member in an entirely different setting, and interchange with other deans, both nursing and nonnursing. I mention the latter because I have strong conviction about the need to look at the universality in roles of all deans as well as the uniqueness of the role of deans of educational programs in nursing. I have little patience with the tendency toward isolationism that preoccupation with our special needs and concerns leads us into exhibiting at times. We are at a peculiar stage in our history in which we fluctuate between two roles in colleges and universities--the stepchild and the nouveau riche, that is, we worked so hard to prove our rightful place in academic settings that we are in danger of becoming solidly ensconced in our little footholds where increasing enrollments and societal pressures currently spotlight the need. Like the nouveau riche, our struggle to build, to gain footholds, has left many academic units in nursing, like persons

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[1]Dean, Harris College of Nursing, Texas Christian University, Fort Worth, Texas.

with newly acquired wealth but limited education or culture, in terms of becoming an integral part of institutions and exerting leadership beyond our provincial boundaries. What lies on the other side of the welcome mat is of great significance.

Prerequisite to the decanal role in enhancing the total institution is acquisition of an institutional perspective and a perspective of higer education in general--a recognition of both the interlocking and separateness of all academic units. Our historical development has not always forwarded this essential awareness and involvement as a part of the dean's role. That is also true in other disciplines. The house of higher education seems in many ways like the old "shotgun dwelling" with many extra rooms added without an overall architectural plan or attention to terrain. Both the functional and esthetic nature of the dwelling depends upon how the additional units blend in with the total style and how they serve both communal and individual functions. Nursing and some of the other professional schools have most often been far away from the main hall and the main line of traffic in and out of the building--a temporary storage area, a service unit, or a guest house with auxiliary power and status. But I am here not to praise that Caesar of past exigency, but to bury it. Because I believe so strongly that any dean has an obligation to both shape and carry out the overall mission of the institution, I cannot stay confined to deanships in nursing alone. I no longer believe that deans of professional schools are necessarily more buffeted by external professional controls and demands and hence more destined to be on the periphery of core institutional concerns. There are differences, of course, but professional is in great need of redefinition as it relates to units within an institution. All disciplines walk a fine line between internal institutional goals and external identification with professional societies, organizations, and formal and informal schools of thought. The one behavioral impetus is perhaps just more subtle and of more respectable lineage that the other. After the 1960's no unit holds an impeccable position in the educational community and, for better or for worse, all units must be involved in carving out new directions together. The forum is open, not closed, and with financial boundaries more limited, student and public involvement more pronounced, faculty rebound from disruption of halcyon days at full force, deans can neither keep to insular concerns nor be led down the foolish pathway of considering leadership as that of being a benign facilitator or a simple reflex response to a tap on the knee exerted by group pressure. I want to test for a few reflexes myself. Deans as well as practitioners need to expand their role to diagnosis of health problems of the total institution, become adept at assessment, and acquire more skill in intervention and in preventive measures and health maintenance techniques--assume interdependent as well as dependent functions, if you can bear the analogy that far.

A major component of the decanal role in enhancement of the institution is then engagement in analysis, conceptualization, and contribution to the mission of the institution. One could say that achieving quality in the school of nursing, extending its reputation, enlarging the scope of scholarship and research, and attracting and graduating good students are contributing to mission. That is true in that each part contributes to the whole. But the reverse is true. Sooner or later, the clarity of mission and the priorities set determine whether discrete academic units can achieve their goals. With no input, the reactor state predominates, consumes all of the energy and attention, and results in powerlessness to shape one's own directions. Acceptance or rejection of the feasibility of this role is directly related to one's concept of leadership, that is, whether one tries to choose the proper fit between his leadership style and the particular group or whether one can affect change by the style of leadership. I subscribe to the latter. Thus, I do not believe that one sits and waits to be asked for input. I believe acceptance of a deanship means acceptance of institutional responsibilities as well as responsibility for administration of a unit. It requires belief that change can occur and knowledge of how it can be fostered. The characteristics of the institution, the nature of many diverse segments must be studied and comprehended.

Nursing has overcome its lag time in academic settings and should, I believe, cast off its modeling after other academic units and do some of its own. In the early years, such socialization in external form was necessary, and the structure of higher education was more stable than it is now. We could, however, lose much that is commendable in nursing education, particularly in the present societal context, if we hold to an outmoded group stance and preoccupy ourselves with insular autonomous uniqueness rather than exploring and risking interdependence in the total institutional enterprise. A department or school that looks only to its own survival may become eventually separate and equal in the externals but risks segregation of faculty and students and no voice in future direction of the institution. So very much energy is wasted in defensive strategy that could be employed in stretching out and achieving new links and interconnections. Often I have stated that nursing education, in its struggle to achieve professional goals and educational goals, is like the tail end of pop the whip. By the time the momentum of many intricate turns are felt at the end of the line, the head is already moving into another pathway of action, and the head has not always been nursing. It may be that the scope of view apparent in the wide swings at the end of the whip reveal that there is a better way to get the group to where its going. One line with one leader and one view may still be fine

for a game of pop the whip, but it is not a game to be played in academe. The less the segments at the end of the line are aware of what is happening ahead and able to anticipate changes, the more they are apt to be caught unaware, lose the handhold, and be slung off to the side. With enough perceptive scouting and coordinated action, the leadership can get the benefit of a wider wedge of effect. But leadership is still needed. To be an integral part of an institution is to give up something as well as to gain something, and we can't always use the cries of differences and similarity to capricious advantage. The more a dean is involved in and contributing to the enhancement of the institution, the less the games become necessary. I am not advising that the unit become submerged or lost in centralization. I am suggesting that more outreach is beneficial to both the institution and the quality of the educational program. You can't move from the end of the line until you're able to incorporate the greater range of vision and possibility that occurs at the head of the line.

Students and faculty are attracted to a university by a totality of impression and image of the environment. Thus a dean must be concerned with the total institution and both create and take advantage of opportunities to have a voice in continuous clarification of purpose and goals. The reality of formal involvement grows out of informal involvement, and deans have a responsibility for questioning new turns and suggesting new directions in relation to issues and trends in all of higher education. Such contributions are not easily discernible, easily measured, nor always appreciated, and, if he has promoted active involvement of others, tracing becomes impossible. The important point is that he conceptualize involvement in defining and refining direction as an essential part of the role and enter into the process--in councils, on committees, in formal and informal communication to other academic officers, in analysis of objectives of his own unit as they relate to institutional goals, in coffee lounges, in deliberate mixing with his own faculty and with heads and faculties of other units, and in social life of the academic and larger community. It can be done and no one is in better position to perform this role than the dean. In almost every university, extensive analysis of mission and future direction in both undergraduate and graduate education is occurring, with committees active in the process. Much in nursing is worthy of replication by other units. I suspect that few are as far along in having students take a greater share in educational policies and goals, in deliberate experimentation with teaching strategies, evaluation, and individualized instruction, or in serious reflection about the need for accountability. Earlier hardships and critical scrutiny have forced self-study, which may now leave nursing education in good stead. Few other faculty members of the institution have had preparation for teaching as an integral part of their graduate study. Few are more interested in, or cognizant of, values to be gained from interdisciplinary study opportunities. I do not believe it wise to think of such study in

limited terms of other health professionals. If one must understand potential contributions of others in his own general field, he must also understand the resources in his clients and in society. In the new race for relevance, the rapid introduction of courses in the arts and sciences that reflect the national concern with health is astounding. A dean's role is significant in catching duplication, recognizing new resources, and in spearheading coordination. Health concern is now financially productive, and it is extremely important that the dean share information, question new programs, and consolidate efforts. We have focussed on the problems of proliferation of ill defined, fragmented health occupations programs. I think we should be concerned about the trend toward creation of health care models in nonprofessional schools and work to create holistic approaches rather than particular discipline oriented overviews. Many classes should and could be shared by psychology, sociology, religion, political science, philosophy and nursing majors. One way the decanal role can enhance the institution is by promotion of closer ties between the professional and liberal arts curriculums. I know that some old line liberal arts faculties might wince in astonishment at this, but there are more commonalities than previously assumed. The nature of liberal arts and responsibilities of liberal arts faculty are also under review. If nurses are educated for professional roles, they must be concerned with the nature of man, his achievements and aspirations, the nature of the universe, and the processes of critical inquiry. This is why I shudder when I hear person after person tackling differences in educational programs by looking only at the concrete nursing performance expected and demonstrated. One must then conclude that all the glorious eulogies about the need for a liberal arts and general education base have been memorized lip service. A house perched precariously on the best foundation is quickly blown away unless it is anchored firmly. A study of the great works in literature is a study of man's grappling with mental and physical problems of the time. Consider the operas, the novels, the plays that dealt with tuberculosis alone. Similarly, the development of the public role in health legislation can easily be traced in government and history texts. The world has been so much shaped by accidents of ill health and environment, and myths about how man avoids, overcomes, or succumbs to these events, that it is still amazing to find the gross misconceptions of what the content, focus and practice of nursing should be. Correcting these misconceptions would seem an important part of the dean's concern.

I have been particularly gratified to see nursing faculty engaged in joint sponsorship of Honors Week Programs and special institutes during annual campus events. At one time chemistry and nursing joined together. This spring a series of seminars on Medicine, Law, and Ethics was jointly planned and sponsored by the Divinity School and the College of Nursing, and was open to the whole community.

Dr. Janet Williamson's article on "The Conflict-Producing Role of the Professionally Socialized Nurse-Faculty Member," written in 1972, (1) is worth rereading; so is the response by Dorothy W. Smith. I think time has proved that the professional value system assumed operating in higher education is in many ways not so ideal and not so immune to institutional value systems demands, be it Faculty Senate or legislatures, strong administrators or Board of Trustees. As has been suggested by others, if I wished to seize autocratic control of an institution, I'd appoint many committees, get them concerned over defining committee purpose and power, and while everyone was involved in dalliance with governance, I'd go ahead and take the action needed. Committees become confused about what action is official and where recommendations either receive approval or burial. Before you know it, a year is gone and the process starts over in the fall. The leadership of deans is particularly important in keeping routes and mechanisms for policy formation and implementation clear and open. Working through obstacles and spotting log jams across the institutional structure is not a particularly glamorous job but an organizational necessity.

Never have institutional relationships with the public been so important to the welfare and support of universities. As chief executive officers have been more and more pulled into external affairs, and demands for statesmanship in articulating educational concerns and goals in both the governmental and private sectors of society, so deans must assume a greater role in connecting the institution to the community and in becoming adequate spokesmen in legislative matters affecting education. The public and the university are not always in destructive adversary roles. We have been so busy trying to defend and explain goals of nursing and nursing education to other nurses, to physicians, and to hospital administrators that we have often failed abysmally in making what we are about clear to other faculty in our institutions and to the consumer and supporter public: Saying it and saying it well is extremely crucial. It takes knowledge of the political processes, developing power groups, and legislative concerns, and facility in spokesmanship and statesmanship when nursing issues are affected and identified. Who shapes the Federal stance on nursing and nursing education?

The old interpretation that faculty as professionals are "in" but not "of" the institution is perhaps no longer operative. It is doubtful if that was ever completely true, but it had far more chance of flourishing in boom times of higher education. If "it is not possible to consider medical education apart from the society in which it exists," (2) the same is true of all of education, and particularly nursing. Close collaboration with agencies in which clinical laboratory experiences are conducted is more and more imperative, but that is not enough. To forward the institutional purpose and growth, deans must be actively involved in

all segments of the community and represent the institution in broad areas of interest rather than in nursing alone. This means not only making the "Civic Club Circuit" but imposes the obligation of being informed about what is happening in other academic units, managing interchange with students in other majors, and having awareness of characteristics of the total student population. It means staying informed about affirmative action, about questions of expansion or retrenchment, about student life activities, and operations of other nonacademic divisions. The decanal role is a public role and requires stamina, outward vision, and knowledge of intricate intra-university relationships. It means being a part of, not apart from. It means encouraging and promoting faculty involvement in community services that are indirectly as well as directly related to professional activities. It means being knowledgeable not only about what is happening in the State, the region, and the Nation concerning health, health manpower, health legislation, but why who was asked to the institution as a speaker, and what rumors about what unrest among what groups on campus are true.

Now I'd like to comment about what I guess is potpourri about deans, nurse faculty and nursing, and effects upon the institution. Despite some quite critical and quite justified attention to need for more actual and visible evidence of scholarship and research activities by nursing faculty, I want to call attention to some assets they bring to the academic community, perhaps best described as a tempering of idealism with reality of goals and action. And by reality I mean the ability to face and deal with inconsistencies in philosophy, behavior and policies, and to engage in some objective analysis of professionalism. Unlike most faculty who begin their career work like in the academic setting, nurse faculty have usually had an external practitioner life before a faculty appointment. Many tend to envision all facets of academic freedom including professional responsibility and self-discipline. Evaluation and accountability are recognized as essential and they are more apt to move on from haggling over philosophy to criteria and methodology. As more departments add interagency and extra institutional learning laboratories, schools of nursing have valuable experience and guidelines to share. Questions raised in conduct of the nursing educational programs, such as contracts for student experiences, legal considerations regarding fieldwork, etc., often have wide implications for the institution. Similarly, problems faced by other disciplines cue us in to new implications--be it student references and protection of privacy, gray areas of overlap in student life services and academic concerns, problems of the disadvantaged, appeals about grading policies, etc. To adopt and perpetuate a concern of professional life in an institution as meaning "in" but not "of" is a waste of human resources and collaborative potential that neither the present financial realities nor public interest is likely to support. The entrenchment and isolation necessary in defensive guarding of territorial rights

ultimately leave one behind walls unable to get out when no one wants in. Some proponents of establishment of a broader base in institutional governance are remarkably naive. It doesn't just develop like Topsy. As has often been said, "more people want authority than the responsibility that goes with it." Having had too long a view of the powerlessness inherent in, the diffuse accountability that was a fallout of, the historical development of nursing, deans must be particularly adept at steering a clear course amidst the complexity of shifting and nebulous patterns of governance. It is a myth to assume that colleagiality corrects or prevents abuses of power. Someone makes decisions and small group decisions are not automatically pure. We tend to associate abuse of power in terms of autocratic use of power. There is perhaps greater abuse of power in failure to use power in influencing direction and exhibiting the courage to risk decisions. In either extreme it is difficult to pinpoint accountability and spot errors. Perhaps the former is more honest. A good balance is possible between the all or none exercise of authority. The amoeba is interesting as a simple single cell organism whose shape changes constantly, but that is hardly a model state of existence for higher forms of organisms or intellect or deans. I have become convinced over the years that he who seeks leadership visibility or position for his own ego need is seldom able to exhibit the ego strength necessary to see beyond one's self to the overall goals and to see them clearly. It is also less possible to develop the sense of humor necessary to sustain a healthy humility and live with one's mistakes. Perhaps one of the less obvious but more important ways the decanal role can enhance the institution is in the quality of leadership provided. There is need for demonstration of the courage and the integrity of administration. It is terribly naive to think that the good guys are always faculty and the bad guys always deans. The position does not make the person; the person makes the position either one of value to the institution or a burden to overcome. There is no magic in shifts in authority, and power comes in many guises.

Madeline Leininger has identified one of the factors relating to the crisis in nursing leadership as "the prevailing negative socio-cultural attitude toward authority, management, and leadership." (3) I would add that this crisis isn't limited to nursing leadership. It is too often overlooked that we have negative leadership apparent among the marshalls of discontent in institutions, and that, too, merits distrust when used for ego support and the vicarious thrill of youth rebellion and search for identity. Any good teacher cannot be free of power and management activity no matter how uncomfortable the prospect. A dean must remember that Pandora's box may be open, and chaos apparent in the ills and complaints released, but the box also contains hope. To quote Leininger again, "without competent administrators, there can be no assurance of good teaching nor good research in our universities."

Someone has to work toward obtaining the money, the climate, and the supportive undergirding for both ventures, and someone must be alert to and provide for situational shifts in leadership as the effort demands, that is, not only positional leadership but functional and personal as exerted by different individuals. "The idea that there is any substitute for personal leadership is an illusion." As Ordway Tead has pointed out, it is another of the illusions which explain the frustrations suffered under bureaucratic systems of control: "That is what bureaucracy essentially means, a reliance upon procedures and precedents, and a distrust of the exercise of personal power of true leadership caliber."(4)

Proper exercise of the deanship can be rewarding as well as demanding and can give a consistency of style to the institution. Each dean can wind his way through the complexity of administrative concerns by the style of leadership he brings to the institution, or the style he develops, if that style has incorporated into it humanness, honesty, the ability to give trust and to merit trust, constant extension of knowledge, awareness of the larger view and purpose, and some imperviousness to faulty arrows of semantics. One can be inflexibly flexible and wreak havoc, and there is sometimes an autocracy of enforced concept of democracy. The style of the dean changes on the periphery as the group changes, but the style of achieving the greatest fusion possible between goals of the institution and goals of faculty and students must remain the core.

The decanal role must have an optimistic aura about it to sustain belief and possibility for reaching goals. There are many woeful cries of the loneliness of the role. One must have the strength to bear aloneness at times, but it is not always a lonely role. If it really is enacted to enhance the institution, it is a role of intense involvement with people, purpose, and accomplishment. In all the quick processing of input, sensory overload, decision-making, over-peopling, ambiguity, searching for balance of priorities amid conflicting demands, some great things do happen with students, with faculty, with curriculum, and with the whole institutional community. Confrontation should not be always perceived with the connotation of antagonism. Confrontation is facing the issues, searching for effective dialogue, presenting and listening, and risking what one believes. What is most needed in the decanal role is statesmanship in education and in dealing with others. Gould (5) in h study of the academic deanship in liberal arts colleges suggested studies of individual deans for the sake of describing and analyzing the totality of their decanal behavior in the context of institutional tradition, organization, and interpersonal behavior. He also suggested parallel studies of the role of the academic dean of a given college as perceived by the president, the dean himself, the department chairmen, and members of the faculty. These might be interesting approaches, but not comprehensive enough for deans of educational programs in nursing. In addition to academic leadership as evidenced by scholarly concern, promotion of

research, and coordination and forwarding of faculty efforts, a special requirement for the decanal role in nursing may well be that of achieving harmony and masterly blending of contributions to both the institution and the profession, that is, the ability to achieve credibility for program goals as they relate to practice capabilities of faculty and graduates. Searching questions are needed about both the terminology and educational prescriptions for various specialized practitioner programs. Deans owe clinical faculty thoughtful concern about conflicts inherent in expectations which imply that nursing practice is completely separate from the teacher role, particularly when such expectations are not built into budget feasibility. An insidious denigration of nurse faculty competence is evident in publicized remarks implying that clinical nursing faculty are never engaged in nursing practice and hence removed from direct effect on patient welfare. This is not so, and neither students, faculty, the institution, nor the public are served well by such prevailing attitudes. Both the economical and philosophical structure need review. In the medical school setting, the physician sees the patient after a complete work up is done and procedures are usually carried out by medical students, interns, and residents. The key to his practice is judgment, assessment, direction, and review. He may have private patients, charge his own fees, and have wide latitude in time scheduling. Nurse faculty are excluded from Joint Practice Committees because they are not considered to be engaged in practice 50 percent of the time. When they are properly fulfilling the clinical faculty role, they are judging, assessing, reviewing and giving direction for the nursing care needed, and they are in contact with patients. They are not free, however, to carry a patient load on a fee basis and be assured of opportunity for delegation. Deans are on various professional committees, councils and other group endeavors in which teaching-practice roles can be better clarified. If the image of an institution is closely related to quality of students and faculty, and if reputation among professional colleagues is a legitimate criterion for promotion and advancement, and if improved clinical practice is stated as a goal, deans must be able to cope with validity of evaluation, budget support, and accountability for goal implementation. The decanal role, by position, sphere of influence, and responsibility for institutional integrity implies knowledge of clinical practice and analysis of the range and extent to which faculty can and do have input into, and impact upon, nursing practice. Studies would be incomplete without examination of the dean's role in articulating concerns and prescriptions for nursing practice as well as for curriculum thrusts. With joint appointments increasing, new concepts of part-time status for faculty are needed.

Perhaps a variety of studies could help us find the universals and specifics in both education and role enactment and the relation of these to morale, quality, and characteristics of faculty, students and program. It might also help in early selection and preparation of potential deans and leaders.

Until and if we have valid descriptive studies, one must do somewhat subjective analysis of essential role segments and considerable speculation about the decanal role. This broad overview is one such reflection, and, as noted in the beginning, a state in which opinions flourish.

This conference highlights the multiple components and complexity of the decanal role. I am glad that the word opportunities was included in one of the titles. Perhaps it is well to close with the reminder that negative and positive perceptions of role are inevitably reflected in decanal behavior. If it is always evidenced as a cross to be borne, it neither attracts potential leaders nor strengthens institutional leadership. At its most difficult moment, the role is never boring; it is even sometimes appreciated, the difficulties understood. On the good days, accomplishments should be relished and enjoyed. For the bad days, I share with you the old English litany that I received from one of the faculty members with the instruction that it belongs on the wall in front of my desk. (I sometimes think of it as the Dean's Litany.)

> From ghoulies and ghosties, long leggity beasties, and things that go bump in the night, GOOD LORD DELIVER US.

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EDUCATIONAL ADMINISTRATION--A LOOK TO FUTURES

Dr. A. D. Albright[1]

When we begin to think seriously and to talk cogently about educational administration in the future, as is the subject for this session, our thoughts and words must obviously be closely related to and emerge from two heavy conditioners of administration and leadership: (1) the way, or how, we view the future; and (2) the probable environment (social and institutional) in which educational administration will likely be exercised.

Having addressed these two conditioners, attention can then be more significantly directed to educational administration. Accordingly, the ensuing commentary will fall under three headings: (1) looking to futures; (2) social and institutional change; and (3) meanings for the practice of educational administration.

Looking to Futures (1)

"The worst trouble with the future is that it seems to be here quicker than it used to"--"Sense and Nonsense"in The Boardman. The one thing most persons want most to know is the one thing they are least capable of learning about--the future. A most troublesome but inescapable feature of the future is that it has not occurred, and therefore, there are no future facts available in the present. But an interesting observation can be made that we are making future facts today, and with that kind of significance it would seem sensible to view what we want to do and are doing in terms of which facts we want to be established a few years hence. Can something be known about what life and living will be like in the future? How can we describe clearly what does not yet exist? Are there several possible futures? What might be some futures for education?

We must realize that the past has happened, for good or for worse. Choices about the past cannot be made; it is gone. The present is simply yesterday's future, and the present is now so quickly history, so quickly the past. The only significant choosing to be done, therefore, is for the future. Of course, there are multiple, several, possible futures among which to choose, and man can determine what kinds of futures he desires, as well as what kinds of institutional futures. Although no one can know the future before it becomes the present, there is some freedom of choice in affecting and effecting some kind of future. Predictions are impossible to make definitively, but assumptions can be made about plausible alternative futures, subject to later and intermittent revisions.

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[1]Executive Director, Kentucky Council on Public Higher Education, Frankfort, Kentucky.

Because of the great importance of making choices now, each social institution, certainly education in general and a university or college especially, needs to develop more extensively the capacity to think--and to do something--about the future. Thinking and doing something about the future is planning.

Typically, when people plan for the future (and there is no other kind of planning; no one thinks of planning for the past) they usually extrapolate current trends into the future. But this disposition to reason from the past to the future is extraordinarily constraining. It tempts us to think that the future will be a direct extension of the past. A widespread view holds that the future will be a bit more populated, a bit more technologically advanced, a bit more complex--but essentially like the past. If we think this way, that the future will be like the past, then we are likely to behave as though the future will be like the past, and as a consequence, the future will be the past. So, a too complete submission to the seductive tendency to extrapolate from past certainties obscures, if not prostitutes, the possibility and the desirability of a future quite different than yesterday or today. We need to invent a future from several possible futures, bring that future into the present and formulate policies for achieving it.

A most difficult yet essential problem in dealing with alternative futures is to estimate changes in values. Maybe American society, perhaps the world, is undergoing a cultural upheaval that challenges, if not nullifies, much of conventional wisdom and inherited values. The birth of a new era perhaps is being witnessed paralleling in significance the advent of the industrial revolution or the passage of the Middle Ages to the Renaissance. If such changes occur, then once again the classical questions of human significance are to be posed, and in as serious a way as they were raised in the 18th century for people of Voltaire's time. Little will be left unchanged; nothing will remain unchallenged, including the future of education and the collegiate university.

Consider the developments in the fields of molecular biology and genetic engineering. The transmission in science from a concern with the objective world and its "ultimate stuff" to a concern with the genetic makeup of man himself represents more than an extension of the power of science to observe, experiment, and manipulate. As the biologist peers into the microscope, what does he see--an object in the world, or himself? This question points not only to a discontinuity in the queries to be raised but to a transformation of science and technology acting upon the world of nature to a technology acting upon the nature of man.

It seems fairly clear that any systematic effort to think about alternative futures in reference to educational policy cannot be relevant to the little understood but pervasive incidence of change without a deep concern with the quality of human life, value changes, and ways by which the humanity of man can be extended. But thinking upon these things brings us up to the problem that any view of the future, appealing or revolting, must encompass an account of how we get from here to there. And any alternative that is envisioned for the future must be attainable, not only possible but also plausible and desirable.

To get from here to there, when "there" is different from "here," means that policies must be formulated to effect that desired transition, to govern the future not the past. Policy formulation is the making of choices. People make policy choices and implement them because they believe the policies will make a difference. Otherwise, there would be no point in making a choice, no point in planning. In education the time spread between the formulation of policy and its effects is long. Policies formed now and implemented in program, resources, and legislation, impact education for many years to come, maybe a generation or longer. Thus, policies for the future denote goals that are sought, and the policies developed seem to be, now, the most plausible guides to the achievement of those goals.

When we seek a future different from the present and policies are formulated to that end, we are considering what has been called policy intervention--change consciously sought by design. This fact brings on an attendant requirement that the ability of policy-makers, be they deans, presidents, or faculty, be enhanced, and they become clearer and much more knowledgeable about assessing the consequences of their policy decisions. Assessing consequences means evaluation. But the day to day involvement with regulations, guidelines, legislation, administration, papers, and operational pressures makes difficult the detached and patient perspective essential for the administrator to view the longer-run consequences of his or her decisions or those of others.

Thus, the way, or how, we view the future--whether we want to plan a future, choose one, invent one, or simply let one happen--will have a great deal to do with the kind of a college and a university we have to administer. In any event, some circumstances are likely to occur, and while the specifics may not be discernible at this moment, some general conditions and changes seem to be in the making. So, looking to the next decade, what are some of the prospects for a college and a university?

Let's look to the future for a few minutes remembering that our current condition, our present "facts," have been forming for some time, fortuitously perhaps, though, they may have been. A few likelihoods are already in process and can be sketched as propositions.

Changes in Colleges and Universities (2)

1. Universities will perhaps be less able to perform effectively the powerful societal roles earlier ascribed to them. (3)

   Universities are likely to be so occupied with their adaptive processes with curriculum changes, higher aspirations of the student population, and the technological revolution yet to come that they will be unable to concern themselves very much with their full formative, critical, and innovative roles in society. They will probably become introverted and become concerned with their own restructuring and renewal.

   Much doubt has already been expressed that the university can become the innovating institution of the coming society without significant changes in its structure and relationships with other institutions.

   The dynamic of our society will be knowledge and information. The relative default of the university over the next decade will open the way for the information processing industry (television, computing, photography, for examples) to become a major formative force. In forcing all institutions to examine their objectives and procedures, information processing can radically alter their structures, processes, and both internal and external relationships.

2. The struggles for greater power over the university and college and in its governance will increase as controversy and conflict mount.

   Pressure groups, from the left and right, from the influential elites to the dispossessed minorities, from group to group internally, from the professional practitioner to the client or consumer, from those who want to expand opportunities to those who are "reductionists," are using universities to protect their interests or to foster their aspirations.

   The methods used for resolving controversy and conflict are related to the struggles for power in university governance. In gross terms, the issue is the division between (1) the principle of shared decision-making, shared responsibility and shared authority in a community of common interests on one hand, and on the other (2) the assumption of permanent conflicts of interest among faculty, administration and students that require confrontation, collective bargaining and coercive santions.

One observer has forecast that "organizations of professional employees...will increasingly take their idealogy and their rhetoric from the general employed professional model, their goals and status aspirations from the academic model, and their tactics from the union model." He added: "In brief, they will do their best to look and sound like professional societies, but, if necessary, will act more like unions."

3. Individualized learning programs will increase.

These may take any of several forms: advanced standing, accelerated progression, independent study, computer-assisted instruction, topicals, and others.

Competition in some forms, as a stimulant to excellence, is salutary, but in some other forms, it operates in ways to lower self-respect and self-fulfillment and in conflict with educational goals (e.g. a high wash-out, cool-out rate.) Individualized learning will lessen some of the harmful effects of excessive competition.

4. A blurring will develop in the current distinction between "liberal" and "vocational" education, between academic and professional.

This distinction, starting years ago, becomes a moot argument since education has moved in availability and accessibility beyond the limited elite. Even now, many curricula in the "liberalizing" disciplines are constructed to induct and prepare students for "vocational" practice in the disciplines (e.g., teaching, research in government and industry, consulting.)

Already a trend is developing in the professional schools that puts more emphasis upon generalizations and concepts than upon strictly technical skills and small parcels of "facts."

But the liberal arts will have to be rescued from their pedantry and then employed as they were at one time in the quest for meaning, value, truth, and identity. If the liberalizing disciplines cannot bring off this rescue, then the professional schools will undoubtedly attempt to provide a liberal influence themselves.

5. Functions of universities and scholars will differentiate as State, regional, and national linkages are formed.

Functional differentiation is a consequence of increased specialization. Regional clusters and unique national concentrations of talent and facilities will begin to form the core of many intellectual activities.

Developments in the communication, recording, storage, recall and transmission of information in both oral and visual forms will facilitate institutional collaboration. A wider recognition of credits earned by students and a freer movement of them in upper division and graduate study will facilitate more effective uses of institutional resources while providing better educational services.

The need for continuous renovation of knowledge and for new skills will encourage regular contact among neighboring educational institutions. Also, the channels to sources of technical information innovation must be kept open to faculty, deans and other personnel by such means as work-study programs and access to regional or national centers.

6. A university, unable to achieve universality in knowledge and research competence, will face the necessity of establishing priorities which are consistent with its goals.

The granary of knowledge is already bursting at the seams, and the volume in any discipline and profession makes it impossible for any one person to comprehend or represent all of the production in his discipline. The obsolescence of knowledge and consequently of many teachers and researchers will call for the continuous renovation of both knowledge and people. Universities and colleges will find it necessary to develop new ways for this kind of renewal to be realized.

The stockpile of information and the rate of its accumulation have grown beyond the capability of any single institution to serve as an all-encompassing depository. Consequently, each university, each college, now encounters a choice--whether to choose, in terms of its own goals, which programs are most important, or to "try everything" and reduce its quality and relevance.

7. Although clinging tenaciously to outmoded models, the organizational structures of universities and colleges will undergo transformation.

The department as a programming unit in American universities is becoming less and less serviceable in the renewal and renovation of instruction and service. Research is another matter. The common departmental structure promotes the concept that truth and departmental boundaries are coterminous. Too, it has been the line of least resistance, until the university represents a patchwork quilt, to create a multitude of new departments rather than refurbish or discontinue some existing ones. With jurisdictional disputes among departments and with the divisiveness that such disputes impose upon a college or university, it is not surprising that there is disenchantment.

The inability of the usual college structure and organization to be self-contained or self-sufficient in the coming years also raises questions about restructuring and reorganization of a university's larger components. Greater flexibility can be expected in some institutions as problems increase which require crossing old boundary lines for some resolution. In some universities insistence continues for the purity of self-contained colleges to the point that the university will come to resemble a loose confederation of independent States.

The structure of the central university organization will also undergo reshaping, but in piecemeal fashion. Already, recognition is spreading that simply to define areas of responsibility (student affairs, university relations, etc.) will not necessarily assure that attention will be given to the integrated development of an institution. Overall policies are required that promote the diffusion and sharing of decision-making power. Without policy formulation, however, such diffusion promotes confusion about purposes, means and effectiveness.

The public and the government are increasingly insisting upon some kind of effective cooperation and coordination among the institutions in a State. Past justifications for avoiding such developments, in the name of autonomy, academic freedom and various other excuses are becoming less and less acceptable.

8. The present trend toward "recurrent" education will increase.

Many young people are stretching out their educational programs. An increasing number will likely be less inclined to move immediately from high school into college but will delay entrance until some travel, work or lounging has been done.

An increasing number of those who will have completed a degree will enroll in higher education intermittently, some for personal reasons and others for vocational purposes.

Those in the professions will expect the universities to provide recurrent education for the updating of their practice. In some professions the continuous renovation of knowledge and the need for new skills will demand carefully devised educational programs. (4) Channels to the sources of technical information and innvoation must be kept open, inasmuch as the turnover of information in some professions has already reached a time cycle of 10 years or less.

9. Some universities will move to revamp undergraduate education toward programs based upon the major conceptualizations in the disciplines and their application to some of the major social problems.

New conscious roles for education to perform in reaching social goals and diminishing perceived social problems (poverty, health, racial conflict, social order, etc.) will be expected. It is quite likely that difficulty will be faced in clarifying what the social goals are and what roles will be performed, e.g., maintaining social differences versus accelerating social mobility.

More emphatic insistence will be made that the fragmented and splintered programs which currently dominate most undergraduate education in universities, and which are designed to make professionals of most who enroll in a discipline, be redesigned.

Greater recognition will be given (1) to the basic conceptualizations in the various disciplines; (2) to the interrelationships of these conceptualizations; and (3) to the application of those conceptualizations to some of man's major problems. Less premium will be put on fact-gathering in isolation to some meaningful objective.

10. More and more priority will be given by young people to a new university education emphasizing individual development and thinking patterns that are critical, creative, analytical, and synthetic.

Individual development will be based less and less upon capacities preconceived as unalterable but more upon interaction with a social environment. Some of the purposes of a university will include the development of effective thinkers and continuing learners, inquisitiveness and problem-solving skills, social effectiveness and emotional awareness, and idenity.

Less confidence will probably be placed in credentialism and diploma-ism, a zoning of people according to academic achievements, and a measuring of man by symbolism. Although a slight countervailing trend is evident, diploma requirements in the professions have grown tighter and tighter, creating artificial shortages in areas of great social need. In the name of maintaining high standards, some professional associations have come to mean the maintenance of an exclusive sisterhood or brotherhood quite as artificial as any elite--nothing in the practice of psychiatry requires skill in tying a knot with catgut.

11. The formation of appropriate bodies for planning and managing institutional change, innovation and development will become a most important educational policy decision.

Reforms, revisions and changes which are not supported by suitable analysis and development machinery will likely not have a chance of survival in universities with perennial traditions, deep-rooted interests and untouchable values.

The present machinery, with few exceptions, and its operation in most institutions can hardly be expected to fulfill the transformations society will invoke for universities. The mechanisms are already dependent upon academic politics in which "outside" contributions are depreciated; movement is slow and fragmented; larger awareness is circumscribed by vested specialization.

Universities and colleges will be better able to do something about their problems when they learn to recognize them and to measure them.

12. Universities will establish functional relationships which involve them in new arrangements with other social institutions.

Data and information, research competence, highly qualified personnel, processing technology, and communication skills are already highly developed in institutions outside of the universities. These represent reservoirs which colleges and universities cannot duplicate and whose use will determine the currency and vitality of many programs in the universities. This circumstance is giving impetus to the development of work-study programs which are being arranged between the university and other agencies and institutions, some of them involving governmental programs, social agencies, and industry.

13. Resources in support of higher education will increase substantially over the decade but will be accompanied by insistence upon proper management.

The first few years of the next decade to 1985 will see funding in short supply, a time when universities will have an opportunity to examine their functioning, establish clearer policies and more discriminating priorities based upon goals, and reshape their programs. The ability to do these things will in part determine the magnitude of support in the latter half of the decade.

Academic bodies charged with formulating educational policy will find it necessary to perform more adequately such a mandate or find themselves with a diminished role in academic affairs.

Increasing costs have already led to questioning not only the current amounts of available resources but their uses and their results. The effectiveness of the university is under question, especially the management of its resources. This concern, which in many instances is a political issue, will relate directly to goal-setting. And the university will necessarily become more aware that its decisions are made in the context of what choices society makes on the overall direction of its movement. The direction tends to set the constraints on what in long-term will be fostered, tolerated, or opposed. Also, society makes the decisions on what missions and tasks are assigned to educational institutions and what are assigned to others.

"The citadels of intellectual integrity can in the long run, maintain their strength only insofar as they strengthen the society that sustains them."

14. An emphasis will be placed upon the concept of the delivery of educational service by the college or university and upon a linkage between educational preparation and the service delivery system in many fields.

There are two aspects to this proposition. The first concerns what the student receives, as he or she sees it, and what the public perceives to be the service provided. This reflects the consumer, the student, and the underwriter--the taxpayers or donors. The second aspect is the tie between preparation and practice, the objective of this union being the delivery of better service; in the case of health sciences education, it means the delivery of better health care.

Moreover, the linkage of educational preparation with service delivery will mean greater use of community, area, and regional resources and facilities, and probably the promotion of these where they do not exist rather than their further concentration in and around a university.

15. Obsolescence of knowledge and people will increase at an accelerating rate.

One problem in an educational crisis is the rate and extent to which knowledge and consequently educational practitioners become obsolescent. (6) "The Paul Principle," coined by Paul Armer some time ago in The Futurist, somewhat similar to the "Peter Principle," says that "over time individuals become uneducated and therefore incompetent at a level at which they once performed quite adequately."

As an illustration of this point, a former president of the American Association for the Advancement of Science, H. Bentley Glass, has been quoted as saying that an average scientist, without extensive renewal of his preparation, would be "beyond hope as a teacher and practitioner" within a period of 8 years. And Franklin Tugwell has stated: "Actually, I think it would be fair to say that a university professor is never as aware of the new frontiers of his discipline as the moment he passes his general examinations in graduate school, and it is a long downhill struggle thereafter."(7)

And what of the educational administrators, most of whom have had little, if any, preparation related to the performance of functions they are called upon to carry out?

Of course, any educator, a dean or other administrator, can add to these propositions about changes in a college or university, but these sketches suffice for now to indicate something of the context in which the educational administrator will probably be functioning and with which she or he will likely be dealing. What do these transitions, and others, mean for educational administration, the educational administrator?

Educational Administration in the Future

Again, some propositions can be posed that seemingly emerge from the foregoing readings of institutional change in the future and that will likely constitute directions for educational administration in the years ahead.

1. Change in some educational institutions will be effected primarily as an outgrowth of educational leadership rather than largely as a resultant of external pressures, but in many it will not.

   Often, the term "administration" connotes simply "operating" a college or university, "running" it, deciding on matters that come or are brought to administration. These activities are necessary, but they alone do not provide direction, goals, organization, nor priorities, reforms, innovations, or development, especially in periods of rapid change. Educational leadership will become increasingly necessary, therefore, otherwise the college or university will become a pawn, amorphous and adrift, responding to conflicting stimuli. Administration can rightly be expected to spearhead the identification of issues and problems, alternative solutions to them, and current or foreseeable institutional shortcomings that are indicated by careful analyses and reviews. This leadership is called for in the public arena of course, but it is also needed within the college or the university, with faculty, students, and other administrators.

This leadership function obviously has a future orientation, a picture of what can be, what ought to be, how to get "there" from "here."

2. A college or university will be administered less by administrative convenience and more by participative management.

As long as organizations are concerned with a relatively stable environment and the maintenance of internal order, they rely heavily on routine administration of detailed procedures, the great strength of bureaucratic systems. But the uncertainty of change reduces the effectiveness of set procedures and increases the value of individual initiative. Consequently, the bureaucratic power of the administrator is weakening or becoming more difficult to apply.

The administrators of organizations will observe that individual motivation; group relationships; personnel costs, including those "hidden" in poor performance; the withholding of cooperation; and increasing recourse to appeals are becoming more prominent in the decision-making process.

The scope and impact of authority are increasing, but the quality of authority is changing: it resides more and more in knowledge instead of position alone. Office holders are thus increasingly dependent upon the expertise of specialists-professionals, including consultant groups; the processes of decision-making are becoming more and more participative in the sense that many persons must share the task, not leaving it to any one or any few alone.

The legitimacy of authority is a function of trust and confidence, which depend upon such matters as objectivity in the mediation of conflicts; the implementation of equality; the openness of the system to dissenting views; the trustworthiness of statements made by leaders; the extent to which espoused policies are implemented.

3. The formulation of explicit goals and planning will become increasingly important in educational leadership.

"The indications are that the present need for a change in university goals cannot be met by minor adjustments in the present system nor by pouring more money into the present system and allowing it to grow bigger. What is needed is a thorough revision of the inner logic of universities before the forces of pressure and suction overbalance them." (8)

A state of affluence in colleges and universities will not be reached in the next 10 years that will permit all possible things to be done. Choices will be necessary. The making of choices is thus both more urgent and more difficult.

Organizational identity and focus in a period of change require the formulation of explicit goals. Planning and goal-setting increase in both importance and difficulty. There is sometimes the temptation in any institution to view goal-setting as futile because of uncertainties, and because of the multiplicity and strength of external forces. But there must be strenuous effort to choose goals and make plans, or an institution is likely to fall prey to centrifugal forces. Nor is goal-setting a onetime exercise. Continuous review and revision of goals are an essential institutional exercise. A search for purpose, meaning and identity--long considered to be mainly a personal or individual quest--is now essential to organizational vitality and renewal.

4. The process of defining educational goals through educational leadership will be guided by estimates of policy implications for alternative futures.

If we become a person-centered society, individual development and promotion of critical thinking will be the key educational goals. It may be that education is already gradually giving priority to the individual, development-critical function objective, while society moves in another direction--toward a second-phase industrial era. If this is true, American society is heading for a period of massive individual frustration and violent social conflict. A divergence will likely develop between the value system of the university and that of society, and education will contradict the goal of achievement-in-society. Obviously, the educational administrator will be caught in the proverbial "middle," but he or she will nevertheless be called upon to state the policy implications of the divergent futures.

5. The rights and position of individual persons, expressed in "due process" and in participative management, will become dominant in educational administration.

Institutions are being accepted or rejected by many persons, when they have a choice, in terms of whether they enhance or hinder plans for self-development and self-fulfillment. Emphasis on the individual, however, is moving away from the pressures for uniformity and conformity that were so apparent during the fifties and early sixties toward diversity and pluralism. The speed, extent and diversity of social change are demanding variety and flexibility in administration and management rather than some monolithic type of response.

On an institutional plane, there is growing recognition of the values of interdependence. Numerous indicators foretell a greater belief in inclusiveness, cooperation, and "the systems approach" than in exclusiveness, insularity and compartmentalization.

At an individual level, however, specialization and organizational structure emphasize interpersonal relationships and a "people system" approach. Not only will various kinds of knowledge, skills and specializations be represented in the team but also, on the part of each member, heightened individual integrity and need for mutuality will be essential.

6. Four pervasive changes in collegiate units or institutions will be provided by educational administration in some colleges and universities.

    a. There must be provision for experimentation, flexibility, and variety. This requisite to development is partly a consequence of changes that are modifying systems of administration and management.

    b. There must be a thorough democratization of the system. Traditional hierarchical and authoritarian systems do not lend themselves to certain purposes of collegiate institutions such as critical analysis and evaluation, pluralistic objectives, and dissent.

    c. There must be a capability to view change as a whole, including the psychological, social, economic, political and technological. To develop this capability will require the formation of various groups in and around an institution composed of insightful persons with varied talents.

    d. There must be new linkages formed with groups, bodies and agencies outside the college or university. A recognition is growing that learning can be promoted in settings other than on campus, that other facilities can be utilized, that valuable data and information can be gained.

7. The organization through which educational administration and leadership are exercised will undergo transformation in some institutions.

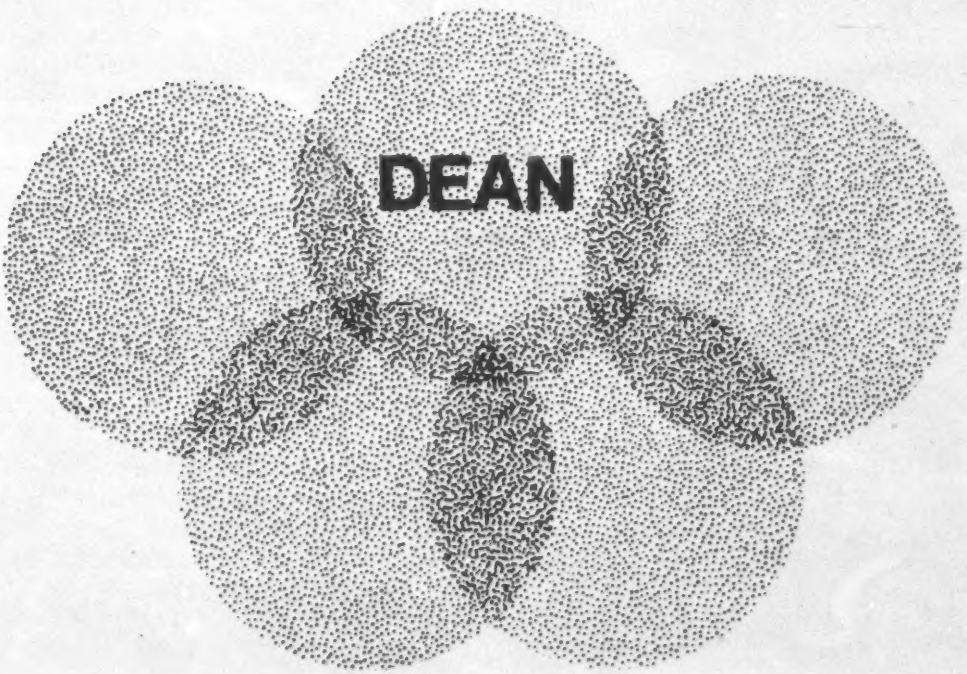
Whether in a college or in a university, the usual reliance mainly upon a line relationship in the administrative organization will give way to accommodate also a "team" concept and operation.

Administration of an educational unit or an institution requires multiple talents. Although there may be a dean in a college who is assigned "student affairs," for example, there are problems concerning students that the person cannot possibly provide satisfactory solubles for without the assistance of others with different expertise. The formulation of policies for student aid is a substantive item, to illustrate, that would involve several persons.

Moreover, the principal administrator needs a network of communication, incoming as well as outgoing, which will not only provide information but which will establish a different organizational tone through participation--not many capable administrative persons choose to be channelized and isolated from the mainstream of problem-solving.

Thus, a simple organizational graphic to depict this notion might appear this way:

Figure 1.--Administrative team and reality



The only actual "reality" for the administrative group is what is represented by the overlapping shaded areas. The greater this "reality" the better, because we know what insularity or isolation in individual jobs can do to the occupiers. Thus, a function of educational administration is to keep people in "touch" with one another. This function requires skills and knowledge beyond those necessary to exercise a "line" operation.

8. Preparation programs for educational administrators will become increasingly essential if the administrative and leadership functions for change are to be performed adequately.

"The heavy social responsibilities on universities today put strain on the long-time pattern of university government and the role of university administrators. Accordingly, administrators must often grope their way in darkness toward the principles of their profession." (9)

The requirements for effective administration of a college or university in the future will be greater than the sum of one person's knowledge, skills and experience. Yet an unfortunate thing sometimes occurs and that is when an administrator equates her or his current capabilities with the requirements and thus concludes no further preparation is needed. Even if no significant changes were in the offing, need for intermittent or recurrent preparation would be advisable, but with the outlook for rapid and extensive change undoubted, continuing updating, renewal, and development are imperative for tomorrow's demands.

A few such programs exist and serve some need, but a more widespread and energetic effort is augured. Perhaps several decanal staff colleges could be set up regionally and nationally to offer several 2 to 3-week or 2 to 3-month programs annually. The institution should adopt a policy for administrative development including mini leaves and support for this purpose. While these staff colleges could give time to the usual conference items of immediacy, the agenda should advert to such topics as social transitions and their implications for collegiate education, including the professions, conceptualizations of change, innovation in collegiate education, the management of conflict and tension, policy development for change, planning and assessment processes, institutional analysis, organizational theory, and many more.

Who knows, this Decanal Role Conference might well be a precursor of recurrent preparation programs!

One last item. Colleges and universities have ombudsmen to handle complaints about what is presently being done or not done. Perhaps some thought should be given to having at least one person in an educational institution or unit to serve as an advocate for the future, a kind of ombudsman who looks forward might help to minimize the carry-over of boo-boos undiluted from the past or present into the futures.

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OPPORTUNITY IN THE DECANAL ROLE

Dr. Rozella M. Schlotfeldt[1]

There are myriads of opportunities presented to those persons who are appointed to the top leadership positions in schools of nursing operated under the aegis of higher institutions. Those opportunities are undoubtedly perceived differently by deans whose orientations, values, vision, energy, courage, creativity, and aspirations vary markedly. Hopefully, the decanal role will attract large numbers of able, innovative nurses who are committed to enhancing the future well-being of society and equally committed to nursing--recognizing it as one potent means for ennobling that future.

There are several reasons why 1974 and the period ahead present opportunities and challenges greater than those experienced by nursing school deans at any previous period in history. It is the purpose of this paper to discuss some of those opportunities and challenges.

Prior to addressing the central problem of this presentation, I wish to give several credits. This particular paper could never have been written, had its author not been greatly indebted to many people and to numerous circumstances of life, living and professional endeavors.

First, I wish to acknowledge the magnificent learning opportunities personally experienced over a relatively recent, 12-year period, during which I was previleged to serve Case Western Reserve University (CWRU) and its School of Nursing in the capacity of dean. Since some of the content for this paper was drawn from those experiences, the personal involvement of the author in the decanal role will undoubtedly be abundantly clear. I am deeply indebted to all of my CWRU colleagues from whom I learned a very great deal and whose accomplishments and varied endeavors were a source of continuous inspiration while I was previleged to serve them in a leadership capacity.

Second, the opportunity that was mine to serve as Associate Dean for Research and Development at Wayne State University's College of Nursing, immediately prior to accepting a deanship, afforded me superb chances to experience some aspects of the dean's role, without concomitantly taking complete responsibility for the consequences of my own leadership endeavors. That afforded a tremendous opportunity, not only to learn, but to savor the joys that are inherent in the dean's role. I acknowledge with gratitude the magnificent leader models with whom I was privileged to work.

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[1]Professor of Nursing, Frances Payne Bolton School of Nursing, Case Western Reserve University, Cleveland, Ohio.

Third, I wish to give credit to the many persons who have helped to enlarge my own professional horizons. Included are professional leaders and learners in nursing and in other fields of work, and a host of other citizens with whom I have been destined to work and associate. I credit all of them as fine mentors who stimulated me to inquire and to think deeply about important subjects. Such inquiry, without fail, leads to the realization that the joys of individual and group accomplishments serve best to point up how much there is yet to know and how much lies ahead for all of us to do. Therein lie the unprecedented opportunities and challenges for appointed leaders who are serving and will serve as deans of university nursing schools.

Any presentation that sets forth opportunities that can be found in the dean's role is based upon some important assumptions. I shall make mine explicit.

Opportunities to be discussed will be appreciated only by those who believe in higher education and those who have faith in the power of disciplined minds as the means for shaping an ever better future.

Opportunities in the deanal role in nursing will be perceived only by those who are fully dedicated to the belief that educated nurses have significant contributions to make in improving the health of the nation, and of the world.

Opportunities to be presented will be seen only by those who are quite restive about the status quo and sufficiently visionary to set forth important, feasible new goals; by those who have sufficient creativity to explicate a variety of promising means for their attainment; and by those who are willing to take substantial risks.

Opportunities to be presented will be recognized only by those who appreciate the art of compromise and those whose genuine understanding of the art of compromise is coupled with courage. Both must be possessed by deans in sufficient amounts to permit them to be artful in the process of negotiation, while never compromising worthwhile goals and enduring values.

Opportunities to be presented will be fully appreciated only by those whose sense of humor is sufficient in amount, and sufficiently available, to allow them to laugh with others and at themselves at those times when circumstances demand the blessed relief and rejuvenation that are provided by mirth and humor.

A former dean colleague of mine subsequently was appointed to an academic vice president's post. While holding the latter appointment, he shared with me his opinion that the dean's role is the most difficult and demanding of any in the university. He justified his position by observing that a dean, to be successful, must steadfastly support his

faculty associates, although sometimes he receives very little, perceptible, sustained support himself from persons holding central university administration posts. The import of his observation finds expression in definitions of deans from the particular vantage points of the president and the faculty. The former, who conceives himself to be the benevolent shepherd of his flock of personnel within the total institution, conceptualizes the dean as the crook in his staff. From the point of view of some faculty who view their appointed academic leaders with suspicion, the dean is the proverbial mouse in training to become a rat. However sick those jests and jokes may be, they do point up the dilemmas of deans whose responsibilities are arduous and whose position in the university structure is especially susceptible to tremendous pressures and constraints. The challenge to deans is to turn those dilemmas into delights by taking advantage of all the opportunities that can be found in executing the leadership role.

It is my intent not to speak of the technologies of administration—those exemplified in the administrative models that set forth the functions of planning, organizing, staffing, communicating, coordinating, reporting, budgeting, etc. That decision was made neither to denigrate the importance of those functions, nor to negate the need for deans to be competent with regard to fulfilling all of them.

Indeed, none of the opportunities about which I am going to speak will exist for deans who cannot execute those functions, or see that they are executed, with dispatch and with the exercise of considerable wisdom. However, the truly exciting and challenging opportunities existing for deans reside in the extent to which they properly interpret the terms "administrator" and "leader," and the extent to which they are willing and able to fulfill expectations properly held for designated educational leaders whose primary concern must be for the future. Deans have opportunities to influence that future.

The term "administer" means "minister to." Additional definitions used to communicate meaning of the term include "to contribute," "to bring aid," "to conduce." Administration is defined as "the service rendered" and "the act of tendering something." An administrator is "one who dispenses." Quite obviously, an administrator exists to serve or to minister, to give service, to aid, and to contribute. Deans who properly perceive their administrative position must be impressed by the potential they have to be of service and help, rather than by the power that their administrative position conveys for use in any way other than to enhance the efforts of those with whom they work.

The term "lead" means "to show the way," "to precede," "to go in advance," "to conduct," or "to have charge." A leader is defined as a "guide" or "one who goes first." Deans who properly perceive their leadership role must be sobered by their privileges. The expectation

is that they will possess seminal ideas and sufficient vision to be able to go in advance; but good deans who do, in fact, go in advance are in a lead position because they have perspecacious and able followers. In my view, leadership can be looked upon as a special kind of "confidence game"--assuming that that term can have a good connotation. Leadership requires self-confidence on the part of the leader and reciprocal confidence in those who are being led.

In summary, then, the idea of administration here presented conceptualizes deans as those who are privileged to serve through supporting a group effort in the attainment of worthwhile, shared goals appropriate for higher education institutions through use of a variety of means that capitalize on the talents of all. The concept of academic leader that pervades this presentation requires that incumbents in the dean's role have ideas, and that they possess self-confidence sufficient to promote their sharing them; it requires that the confidence deans have in those they serve is continuously and clearly in evidence.

Deans now serving as appointed academic leaders in schools of nursing have magnificent, unprecedented opportunities. They are magnificent and unprecedented because nursing has attained a stage in its development that permits the profession to make rapid strides toward fulfilling its mission in society. That mission will be accomplished largely as a consequence of the leadership that emanates from schools of nursing operating under the aegis of universities. As I envision the opportunities that lie ahead, they can be placed in five general categories. They will be exemplified by leadership that results in: (1) spectacular advances in nursing science, (2) substantially improved educational programs designed for students who have definitive aspirations toward sustained careers in nursing, (3) remarkable improvements in the health status of people attributable to the work of nurses, (4) a justifiably enhanced respect for nursing on the part of nurses themselves, other health professionals and other citizens, and (5) remarkably heightened sensitivity to the meanings of the terms "equal opportunity" and "discrimination" as they pertain to persons representing various ethnic, economic, sex, national, racial, and professional groups.

Advances in Nursing Science

Placing opportunities to advance nursing science first in a series of dean's opportunities represents a deliberate attempt to convey the message that support of scientific inquiry should be looked upon as an obligation having the highest priority for nursing school deans who are giving leadership in university settings. Two decades have passed since nursing research was first given substantial emotional and financial

support.(3,4,5) In that time period, the number of nurse investigators prepared at the highest level of scholarship has increased at an almost unbelievable rate.(6) This phenomenon is, in large part, a consequence of available fellowship support for graduate students and support for programs of graduate study. The nursing profession is indebted both to private philanthropy and to public agencies for having financial assistance made available for some of its graduate programs and for graduate nursing students who have given promise of becoming scholars.

At the beginning of the decade of the 1970's, questions began to be raised about the wisdom of investing private and public, primarily Federal, funds in support of graduate programs; questions were also raised about the wisdom of investing such funds in support of graduate students. Nursing, as a late comer on the academic and research scenes, was especially vulnerable to adverse consequences of curtailments in financial support for graduate programs and graduate students, simply because prepared leadership personnel in the profession represents such a meager percentage of the total number of nurses.(7) Further, the research effort in nursing was only beginning to gain some momentum at the close of the past decade, and any curtailment in scientific endeavors represents a major threat to inquiry that is desperately needed if the profession is to fulfill its obligations to society.

It must have been a cruel circumstance of fate that curtailments in sources of support for graduate study and research were experienced at the same time that cirsumstances in the general economy resulted in constraints on the finances of both publicly supported and independent universities. Again, the remarkably adverse effects of curtailed funding for research and scholarship in nursing, that were only beginning to gain momentum, were especially hazardous.

A third threat to scholarly work through which to advance nursing science occurred as a consequence of recent efforts to expand health and sickness services to increased numbers of people. Understandably, those who have long been underserved or ill-served with regard to medical and health care services are clamoring for relief from such neglect. Action in both social and political arenas to augment such services has placed heightened demands on the nursing profession to increase the numbers of personnel prepared to give nursing service. In addition, numerous lures have been employed to obtain nursing personnel to serve as physicians' assistants and augment their services, or to substitute for them, especially in particular geographic locations and for clients who are economically deprived.(8) The temptation exists for university nursing schools to increase their undergraduate enrollments remarkably, and to enhance their involvement in short-term training programs designed to increase the armamentarium of skills of nurses graduated from all kinds of programs--associate degree, diploma, baccalaureate, and master's. This observation is made not to debate the issue of need for such increased undergraduate

enrollments, or for short-term training programs, but rather to make the point that such priority-setting of necessity diverts personnel resources available in university nursing schools away from research and programs of training for graduate students at master's and doctoral levels.

The opportunities and challenges facing nursing school deans demand their giving leadership that will be effective in enhancing research efforts in nursing. Nurse scholars, like other scholars, need time to engage in study, contemplation, and inquiry. There is no social agency, other than university nursing schools, charged with responsibility for nursing's future and thus for the conduct of inquiry through which to make advances in knowledge and to verify and restructure the science of nursing.

The continuous advancement, refinement, and restructure of nursing science, as for all other professions and disciplines, is primarily dependent upon a steady flow of graduate students into programs of study, and upon independent and collaborative, productive inquiry on the part of students and faculties. Refinement and verification of nursing science require investments in the development and test of new technologies. Advancement of nursing knowledge demands the time and efforts of nurse theoreticians, methodologists, philosophers, historiographers, and scientist nurses prepared in nursing at the highest level of scholarship, and in the gamut of the disciplines as well. The advancement of nursing science requires opportunities for scientist nurses who are careering as practitioners, educators, and administrators to have opportunities to inquire into problems relevant to the practices of nursing, education, and administration as necessary and expected aspects of their professional work. Scientist nurses also require opportunities to develop nursing science through repeated tests of promising hypotheses derived from theoretical formulations.

The responsibility deans carry to find means to support research and scholarship in nursing presents a concomitant opportunity. The opportunity is to give creative leadership that is effective in reordering priorities within the school of nursing, in altering the expectations generally held for nursing schools within the university, in helping to present nursing to its many publics as a scholarly field of work whose investigators are concerned with inquiry into important phenomena, and a profession whose research demands both emotional and financial support because findings can be expected to be profoundly consequential. Nurse leaders must find new sources of support for research and other scholarly work.

Investment of corporation funds and funds from corporation endowments in nursing research can be justified by arguments that one outcome will be the application of knowledge discovered through research in

enhancement of the health seeking behavior of employees, and reduction in their absenteeism--an economic argument.

Use of some patient care income to support nursing research can be justified by the logical argument that all industries invest part of their income to enhance the quality of their products. Since hospitals are industries whose product is service, some income from patient care justifiably should be devoted to support of nursing research, just as it justifiably is now devoted to support of medical research.

Support of nursing research by philanthropic foundations is yet to be well developed. University administrators and development officers have traditionally conceived of foundations as having interest in medical research in the narrow interpretation of that term. Deans' efforts will need to be exerted on these officials to promote such foundations to be targets of requests for support of medical research in the broad interpretation of that term. Once deans can get the sanction of their own administrators to seek support from foundations, there is little doubt that such sources of support will, in remarkably increased amounts, underwrite the nursing research efforts.

In addition to those other outside sources of support for nursing research, deans must take forthright action to insure that a reasonable proportion of so-called "hard" money from State support, tuition fees, endowment income, and general university and nursing school gifts and grants is budgeted to support the schools' research endeavors.

The rewards that lie ahead for deans who "go ahead" relative to enhancing nursing's research efforts inhere in the spectacular advances that will continuously be made in nursing science, and in evidence of improved nursing practices that will result from its application in improving society's health status.

Improved Education for Careerists in Nursing

Opportunities to improve programs of nursing education will continue to be steadily enhanced as nursing science becomes more firmly based as a consequence of research. Additionally, as qualifications and competencies of faculties continue to be upgraded, programs of study will be evermore demanding and rewarding for students.

There should be reasonable consensus within the nursing profession and among faculties in schools purporting to prepare professionals to enter practice with regard to competencies reasonably expected of all of them, at least at a minimal, acceptable level. This is not a plea for standardization of programs of undergraduate nursing education;

instead, it is a plea for agreement relative to the competencies all nurse professional should possess and be able to demonstrate when they are admitted to practice in the gamut of settings requiring their services. Collaborative efforts of faculties should address that important question; deans have opportunities to give leadership in providing opportunities for such focused collaboration.

Specialization in the nursing profession is a well-established phenomenon.(9) It was initiated as an inevitable consequence of advances in knowledge and improvements in technologies. Specialization will undoubtedly continue, with nursing specialties inevitably growing more focused. Questions to be posed to academic leaders in nursing relate to the numbers of graduate programs that are needed, and at what levels; the essential requirements to be fulfilled by programs purporting to prepare specialists, and how those requirements can be monitored and guaranteed and where the programs should be located; the competencies to be demonstrated by nurses who are degreed and certified as ready to enter specialty practices, and how the consequences of their endeavors can be documented; and the types of specialty nursing practices that are required, as determined by the nursing needs of people served. Again, collaborative planning for which leadership is needed would seem to present an important challenge to nursing school deans.

Currently, all health professions are enjoying a plethora of applicationsfrom persons whose credentials are impressive. The opportunity to be rational and to exercise wisdom in monitoring admissions at the point of entry into initial preparatory programs has never been greater. The nursing field needs career-committed professionals who are intellectually capable, humane, interested in serving their fellowmen, and willing to invest themselves sufficiently in continuous study to pursue sustained nursing careers.

There may be growing evidence that nursing is preparing too many nurses for unemployment, and that the programs of study, at least at the initial, preparatory level are not uniformly sufficiently challenging to be attractive to those who are intellectually advantaged. It seems appropriate for leadership to be exercised with a view toward determining how many nurse professional are actually needed for the future and the essential nature of education needed to prepare them to meet society's needs.

It is possible that nursing is now at a stage in its move toward professionalism to have leaders give thoughtful consideration to new educational models. It is perhaps possible that nursing is ready to capitalize on the magnificent talents of young people now seeking entry to many of its undergraduate programs and expecting there to find real challenges. It is possible that selected nursing schools have faculties and established relationships that would permit development and test of

innovations in the system of professional education. It is possible that pleas for having students of the health professions share selected learning opportunities could be fulfilled in some receptive settings if those students were relatively more homogeneous.

For consideration of nursing school deans in university health centers who are seeking leadership opportunities and challenges, a proposal is made for some of them to consider a professional doctoral program as initial preparation for entry into nursing practice. Quite obviously, such programs of study should be experimental. They should represent rigorous requirements and be based upon students' having previously experienced baccalaureate or graduate education in the humanities, natural or behavioral sciences, or in other fields of study. Some especially able candidates might be permitted to opt for developing competencies that would warrant the award of D.N. and Ph.D. degrees simultaneously. Now that lifelong professional careers have been given sanction for women as well as for men, regardless of their civil status, nursing might find this proposal to be a timely one.

There is abundant evidence that numerous faculties are eager to establish programs of doctoral study leading to professional or research degrees in nursing. That is a sign that they are taking on values generally held by faculties in universities. Some of them might now be in a position to conceptualize the gamut of nursing education, rather than to continue to try to articulate a variety of baccalaureate, master's, and doctoral programs, each designed in relative isolation. Such faculties might address the nature of sound, scientific, humanistic, professional preparation essential initially for all future practitioners, educators, administrators, and investigators, and then design programs that permit students to exercise several different program options leading to several different, meaningful degrees, depending upon their career choices and their demonstrated abilities and propensities.

The plea here made is for designated academic leaders in nursing to address singly and in concert questions concerning: (1) the numbers of the various categories of professionals needed in nursing, and how quantities can be monitored and managed, (2) the number and placement of programs needed to prepare professionals in nursing, (3) the nature of nursing education programs that hold promise of attracting and retaining intellectually able, competent careerists, and permit their pursuit of several nursing career options through study in rigorous programs that are rationally articulated.

There is no question that creative leadership relevant to nursing education programs represents opportunities for investment of ideas that will pay long-range dividends by providing exciting programs of education for careerists who will properly judge nursing to be the most challenging and rewarding profession in their horizons.

Improved Health Status Attributable to Nursing

Education and learning are means to desirable ends. Both provide means for individuals to be enlightened, skillful, humbly self-confident, and happy in the perception of self-fulfillment; both provide means for aggregates of individuals to be productive and effective in attainment of group goals, and for societies to develop. Nursing education has as its ultimate goal the enlightenment of persons who will, through continuous inquiry and learning, grow ever more skillful in the provision of health care for people who are well, near-well, ill, injured, and infirm. Nursing education sponsored by higher institutions is that through which nurse-professionals develop a variety of competencies appropriate to their level of professional training with a view toward fulfilling expectations held for leaders.

The responsibilities held by educators in university schools of nursing and by deans who give leadership in them are awesome at any time. They are particularly awesome now. This is a period in history when health care in the nation has admitted deficiencies. It is a time when political and social pressures continue to make demands for more--more readily available and improved health care. It is a time when the existing system seems not yet ready to incorporate nurses as active participants in the design of an improved system of care, and as professionals who are to be held accountable for the delivery of health care.

Deficiencies in the system of health care must reflect, at least in part, deficiencies in the programs of education through which practitioners are prepared.

In 1965 nursing's professional society took official cognizance of deficiencies in the existing system of education through which to prepare professionals.(10) In the ensuing time period, the system of nursing education has, in fact, undergone change, and senior colleges and universities have accepted responsibility for the preparation of professionals who are degreed and licensed to enter nursing practice, those who are degreed and eligible to be certified to enter specialty practice, and those who are prepared for careers as investigators, educators, and administrators.

Deficiencies in the programs of education through which to prepare nurse-careerists must be a cause for continuous concern on the part of both faculties and administrators. The extent to which nursing literature documents vigorous faculty efforts to reform and revise curricula would seem to indicate that such concern finds expression in faculty action.(11) The extent to which such action is geared to correct quite fundamental deficiencies is not equally clear. For consideration of nurse academicians who are eager to engage in consequential endeavors, problems of practice must be addressed and questions posed concerning the extent to which antecedent educational programs have adequately equipped practitioners to resolve them.

First, the nature of nursing and the concept of the term "nurse" remain ambiguous. To what extent do confusion in concepts and ambiguity prevail among faculties? Faculties must have a clear conceptualization of nursing and be confident with regard to nurses' sphere of jurisdiction in order to teach students effectively. Creative leadership may be needed to arrive at consensus and to convince faculties that their involvement in nursing care, including consequential decision-making, is essential in the variety of settings needed for students' learning. Similarly, leadership may be needed to institute faculties' having responsibility for quality control of nursing care in those settings.

Second, the espousal of a system of health care logically presumes services and individualized care that encompass provision of a variety of health promotion, disease prevention, diagnostic, therapeutic, compensatory, and restorative services. To be an effective system, all of its parts must be integrated into a smoothly functioning whole, with designated professionals having focused responsibilities for which they possess requisite competencies.

Faculties in all schools of the health professions should provide their students with examples of collaborative endeavors so that students, while in training, learn what the health team is, and the essential nature and focus of their own work, and that of their future colleagues. Deans, as academic leaders, have tremendous opportunities to initiate and promote collaborative, educational endeavors that will be profoundly consequential in helping to implement an efficient and effective health care system for the future.

Third, the lack of self-confidence manifested by some nurses in practice, and the quite general paucity of peer review prompt questions concerning the extent to which nursing education programs consistently

capitalize on the strengths of learners and prepare them to exercise fully the prerogatives and responsibilities of professionals. My own observations lead me to pose questions about the models some faculties provide for students and about the evaluation procedures they employ. I covet the day when career oriented students are admitted to rigorous nursing education programs with graduation almost inevitable, barring their illness. I covet the day when students consistently evaluate their own nursing education, and find it to be a challenging and rewarding experience; and evaluate their chosen profession, and find it to be profoundly consequential with regard to promoting the health status of people. I covet the day when all students in training perceive evaluation to be an integral part of learning that focuses on their strengths and successes and promotes their eagerness to learn. I covet the day when students learn how to evaluate themselves, their teachers, staff with whom they associate in practice settings, and one another. Creative leadership is needed to promote the proper place of evaluation in education with a long-range view toward bringing about evaluation of one's own and one another's practices as a natural expectation held for all professionals in practice. If such positive influence on peer evaluation can be the consequence of good evaluation in professional nursing education, the goal is a worthy challenge to the leadership of all future deans. The resultant, positive influence on care would enhance the regard in which nursing is held and bring justified credit to nurses who would earn the respect of their peers, their colleagues, and those they serve.

Enhanced Respect for Nursing

There seems to be little doubt that nursing is steadily gaining the respect of those who are privileged to experience the ministrations of highly competent, well-educated nurse professionals prepared by highly competent, well-educated nurse teachers. There is little question, however, that the public's image of the nurse is still quite variable. Evidence exists also that some physicians perceive the need for their own intervention and control of education through which to transform nurses into "nurse practitioners" who are worthy of their confidence and respect. The conclusion seems warranted that programs of nursing education have not consistently produced nurse-professionals who quite uniformly execute the nurse role fully, those who are secure with regard to their responsibilities and the work for which they should be held accountable, and those who uniformly enjoy the prerequisites that accompany society's designation of rewards due all professionals.

Nurses are still quite frequently designated by terms such as "paraprofessionals," "nonphysicians," "physician extenders," and "physicians' assistants." All of those terms protray nurses as subservient and as workers in servitude, rather than as professionals

whose work is independently executed in the service of their fellowmen. Recognition must be given, of course, to evolution of nursing education from its humble beginning of apprentice-type, on-the-job training through its prolonged, service agency based programs of technical training, to the relatively recently instituted scientific and humanistic based programs of professional study. Even though the field of nursing is quite rapidly gaining in the number of persons who have experienced education that can be classified as preparation for professionals, that number is still relatively small. The question to be posed to those in positions of academic leadership is how the talents of prepared professionals can best and most efficiently be used to influence and to upgrade all nursing care in order to achieve the greatest possible gains for persons served; and concomitantly, to effectively enhance the public image of nursing.

The challenge is for designated administrators to give leadership in setting priorities, in explicating long-range as well as short-range goals, and in moving forthrightly to act so that nursing comes to be regarded as precious, because the work of nurses is judged by them and by other health professionals and by citizens at large to be important, and indeed, essential, to the well-being of society. Concomitantly, because nursing represents a profession that serves members of all ethnic, national, racial, and religious groups, because it is still a field of work striving for full-fledged professional status, and because nurses are still predominantly women, nursing administrators will have myriads of opportunities to give leadership in helping to equalize opportunities for all and to end adverse discrimination.

Equal Opportunities

It is generally known that medical and health care provided for persons who are impoverished, for those representing some cultural, ethnic, and racial groups, for old people, and for the mentally ill, have been less than exemplary. It is true also that services available in rural and remote areas have been less than adequate. Members of the nursing profession, to date, have a reasonably good record of giving direct service to deprived people and of working in geographic areas remote from the main stream of professional activity. Their influence in moving political leaders and other citizens to recognize the nation's responsibility to upgrade medical and health care when improvements are sorely needed has been less impressive. It now becomes obvious that nurses who possess very considerable knowledge about inadequacies and abuses in the health care system can be major forces in effecting salutary changes in it. Leaders in academia may wish to address the question of the extent to which the social conscience of nursing students is awakened, nurtured, and directed toward effective

social and political action, consonant with the responsibilities of professionals, as a consequence of their formal learning. The opportunities for deans to give considerable effective leadership in that regard seem quite ready for development.

There is no question that educational institutions represent settings in which flagrant, defiant efforts are examplified in the exercise of adversely discriminating practices against women. Although some gains are being made with regard to admission of able women applicants to programs of study heretofore closed to them, evidence exists that discrimination against women faculty members is persistent. (12) Inasmuch as nursing schools represent the largest concentration of women faculty on any campus, nursing school deans have unusually fine opportunities to give statesmanlike leadership in efforts to make such discrimination visible, and to steadfastly insist that it be eradicated. This is one challenge to deans that does indeed require caring for and caring about one's colleagues, and it requires courage, persistence, and willingness to take considerable risk. Hopefully, the overdeveloped sense of responsibility that is quite characteristic of nurses will extend to deans of nursing schools who have before them one of the greatest opportunities of their careers to exert positive influence with a view toward eliminating adverse discrimination and promoting equal opportunities. The challenge is intriguing and appropriate for designated academic leaders in a profession whose stock-in-trade is truly caring about their fellowmen.

Summary

It has been my intent to present a personal appraisal of the opportunities presented in the dean's role. To do so, I engaged in thoughtful introspection relative to the past and did some predicting with regard to the future. There is no question in my mind that deans of nursing schools have the most exciting, challenging, and rewarding positions in the university. At this time when nursing science is developing, new models of education are being designed, the health care system is undergoing change, nurses are concerned with important social issues and with improving their public image, and equal opportunities can be made to exist, the privilege of influencing the future through creative, courageous leadership is inspiring. Each dean can always stand on the shoulders of all of those deans who "went ahead" before her, and thus gain the vision and courage needed to "go ahead" of those they are now privileged to lead. Deans' rewards and joys are those of service in support of others whose accomplishments can be guaranteed to generate more opportunities for deans who succeed them.

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☆ U.S. GOVERNMENT PRINTING OFFICE: 1975— 629-302/310